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Enclosed is a copy of the letter
that was sent to Robert Burton in 1982.

Anthony Jell.

January 1982

Dear Robert,

For a long time we have felt the need to discuss with other sincere students the dilemma which our teacher is faced with concerning his private life and consequently some of our own dilemmas stemming from this situation and from our lack of knowing how to handle them.

November 29, 1981 at the Pomeroy House with a group of friends gathered together seemed an ideal time to open up the subject since it had become obvious that it was no longer a secret and also that several wonderful students were seriously considering leaving the school because of the inner conflicts generated.

A sincere in-depth discussion ensued and the following is a summary of the feelings expressed by those present:

It was felt we could accept the idea that a teacher has a right to his own private life as long as his actions do not negatively affect the lives of others. (Walt Whitman, Leonardo Da Vinci and others did not lead a school).

This situation within a school would not appear to be a sound note in the octave of developing a new civilization.

It is difficult to understand how these actions strengthen the whole or are right for the whole, even though on some level they may be right for the part.

It places people both presenting and representing the system in an awkward position in all areas including that of guiding children.

We all have too much invested in ourselves, each other and the school. This could also place the whole and/or the part in jeopardy relative to our income producing capabilities in life.

The credibility gap created when a teacher does not live his life according to the rules he sets down creates a gnawing situation for students, making it sometimes impossible for them to feel the school is real and to be willing to devote their full energies to it.

We do not like to think of leaving the school as the only alternative. It is our school and we are concerned about it's future. Work in this area may be connected to the teacher's work in furthering his evolution and we have a role to play in that.

It seems important not to call a weakness anything but a weakness. It is the first step in being able to either give or receive help.

The teacher said that the school would become whatever the students make it. This seems to put the responsibility especially on older members to bring to light whatever their conscience cannot accept -- a part of the principle of being true to oneself.

It seems the proper course would be to deal with this potentially troublesome situation from the "inside" which would reduce our vulnerability to damage from life.

A strong positive feeling of the phenomenal accomplishments of this school and our own development under our teacher's guidance is prevalent among us and we would not wish to allow it to weaken through fear of making efforts toward possible solutions to the present problem.

The teacher may not be aware of how few students actually know about this area and also the amount of denying force it presents even to older students.

→ We ask you, Robert, to consider finding new ways to modify this situation.

In our deepest friendship and affection, this letter has been endorsed by the following students:

Don Birrell
Doris Birrell
Lynn Pomeroy
Carolee Pomeroy

Roger Fitzgerald (Cavanna)
Pamela Fitzgerald (Cavanna)
Richard Anderson
Robert Egan

Anti-discriminatory
Social action
No discrimination
Civil rights